

**THE ROLE OF WORLD EDUCATIONAL CONCEPTS IN IMPROVING THE  
EFFECTIVENESS OF THE EDUCATIONAL PROCESS**

**Farsakhanova Dilafruz Rizakhonovna**

associate professor of the Department of methodology of  
Primary Education, Jizzakh State Pedagogical University,  
doctor of philosophy in Pedagogical Sciences



**Annotation:** This article discusses advanced foreign experiences, educational concepts of developed countries, unique approaches, and educational methods in increasing the effectiveness of the educational process.

Although the goal of upbringing all over the world is goodness and a bright future, the style is different from each other in different countries.

On December 31, 2019, on the basis of Resolution No. 1059 of the Cabinet of Ministers of the Republic of Uzbekistan, the “concept of continuous spiritual education” was adopted, which reflected the goals, objectives, approaches to upbringing of continuous spiritual education in our republic.

The purpose of the concept is to formulate the necessary social qualifications and qualities for an independent and happy life in the younger generation in accordance with age, step by step [6].

The concept focuses on the broad absorption of knowledge, skills and competencies into the content of Education, which serves to form indicators and competencies of spiritual education in students through the subject of “upbringing”.

The theory of pedagogy assumes strengthening the comparative orientation, analyzing the concepts of upbringing created in different times and spaces from a vertical and horizontal point of view, the effective use of the achievements, technology of educational concepts with a history-tested, humane essence, bypassing mistakes.

The analyzes carried out define the following tasks:

- Recording, generalization of the influence of the ideological foundations and content of pedagogical theories on the development of countries;
- To analyze the historical, socio-economic, national-cultural conditions of the development of educational concepts in the progressive countries of Europe, some countries of Asia and Africa that have won national independence;
- Study of theoretical relations of education theories, concepts with national education;
- Comparative justification of the fundamental features of the national education system in the modern Uzbek school.

In the study of educational systems of other countries, the national characteristics of an educational institution in educational work should be considered as a component of world civilization. This, firstly, determines the basis of each scientific institution, and, secondly, the study of educational work of foreign lands prevents the repetition of many experiments and experiments that were once conducted in other countries and the results of which were clearly seen.

Educational concepts have been developed by scientists around the world, covering a wide range of socio-cultural manifestations of goals and objectives in pedagogy, aimed at developing special aspects of the upbringing and development of a child:

- ✓ concept of humanistic upbringing;

- ✓ concept of comprehensive development of the individual;
- ✓ education of the national identity of the individual, the concept of mastering national cultural traditions;
- ✓ the concept of educating a person who is practically socialized, capable of solving real-life problems;
- ✓ the concept of education of a free person (free choice of life activities);
- ✓ the concept of the strategy of upbringing of a person as a process of forming his attitude to the universe;
- ✓ concept of physical and valeological education;
- ✓ concept of civil education.

The article presents an analysis of the concepts of upbringing of a number of developed countries. Residents of Japan are extremely serious about the upbringing of their children. Here, a certain attitude towards each age is divided, and the methods of deviant upbringing are used. According to the famous Japanese psychologist Masara Ibuki, the main upbringing for a child should be given up to 3 years. It is up to 3 years old that the hidden talent in your child can be brought to the surface [3].

Five methods of raising Japanese children:

1. Mother and child are very close: the importance of "amae".
2. "Ikudzi" system: Viceroy, servant and equal.
3. High importance of the family.
4. Personal example.
5. Reaction to emotions.

The basic principle of the Japanese approach is the approach to children with calmness, patience and complete affection. Some of the peculiarities of Japanese national education are as follows:

- national unity, the communality of the Japanese is manifested at a nationwide level;
- the team is a thousand-eyed wall, observing the behavior of each yapon, controlling the purity of moral values in its behavior. It is believed that this is the secret of the morality of Japanese society;
- special importance is attached to the upbringing of qualities of honesty, tolerance;
- hieroglyphs are deliberately minted. Memorizing them with difficulty develops the child's eyesight (remembering what he saw). Moving hieroglyphs many times and carefully will bring up diligence, hard work in readers;
- in schools, the lesson "Japanese ethics" is specially conducted. Children are gradually trained to greet, behave as if they were adults. If any student national ax.

In China, strictness, understanding, mutual respect prevails in raising a child. The following rules are considered important in Chinese parenting experience:

- ✓ The main goal for a child is to work tirelessly and be the best.
- ✓ Parental control and corporal punishment.
- ✓ The fact that teachers achieve the appropriation of all students.
- ✓ Adult talk-the law.

Freedom in the USA is also reflected in the upbringing of children. Mothers are ready to satisfy every second of their children's interests and whims. Most children get acquainted with all types of toys at the age of 4-5 years, often the garages and warehouses of American families are flooded with toys that were once played out. On the second hand, from infancy, American children grow up hearing the words "you are the most beautiful, the best, the most intelligent, the most capable" every day. The goal is to educate an independent person! If the child makes a mistake, he will not fight and say: "try again! You will surely do it! Because you are great!"is supported. Of course, such an approach will bear fruit in the future.

In Germany, great attention is paid to the development of children from 3 years old. Mothers take their children to special development groups once a week at the initial stage, and several times when they are older. The goal is to play as a team, to teach interaction. Only after the child goes to these groups will they give him to kindergarten. Because it is easy for a child to get used to kindergarten, and children feel free here. In kindergarten, the child is taught their rights, that no one can offend them.

The Germans listen to the child, calmly answer his questions and teach him as much independence as possible. But this freedom is such that a child forms a friendly parent-child relationship, and not disrespect or masculinity towards the parents.

In Scandinavian countries, love for children is expressed in giving them complete freedom. The child's choice regarding training, activities and toys is not limited. It is not necessary to follow the agenda so strictly. According to Scandinavians, the main task of upbringing is to develop creative abilities in the child. At the same time, adults also do not neglect the safety of children.

In England, children are raised in stages. Because it is not uncommon to get married or marry late. Most often, the British achieve parental happiness at the age of 35-40 years. That is why they pay too much and serious attention to the upbringing of children. From the age of 2-3, he is taught to behave around the table, deal with people in tevarak, hide his feelings. On the streets of English cities, one can rarely meet parents who pamper their child.

In Sweden, children are treated as formed individuals. They also have their own rights and obligations. Also, tolerance in the Swedes, respect for the other, his views, culture, religion, race, and patience, and the view of a person as an equal if he has any physical or mental deficiency, are instilled in the minds of the younger generation from childhood. From the 8th grade, students are given the subject "about children". They will have all the information that adolescents need to know about starting a family, raising a child and in adulthood. The organization in America, called Save the children, annually compiles the Mothers Index (Mothers Index), a list of which of the countries of the world mothers and children live well. In it, Sweden occupies the first place almost every year. When a baby is born, young Swedish mothers are supported in every possible way by the state.

In place of the conclusion, we want to cite the following opinion of Abu Rayhon Beruni "when evaluating one or another udumi of a people, "I like this, and I don't like it," no one has the right to say, because every folk tradition has been formed over the years and has become the way of life of that people." We have witnessed the use of elements of the lebiral style of America, the authoritarian style of China, the Democratic styles of Japan, Germany, France, Turkey in the upbringing of children in Uzbek folk pedagogy. In the upbringing of children in Uzbek families, the pand-exhortation of grandparents, the example of parents, respect for adults, the approach to self-esteem for young people are considered important.

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